Textbook Alignment to the Utah Core – 1st Grade: Fine Arts, Health, PE, Science, & Social Studies

This alignment has been completed using an "In (<u>www.schools.utah.gov/curr/imc/in</u>	ndependent Alignment Vendor" from to ndvendor.html.) Yes <u> </u>		
Name of Company and Individual Conducting Alignment: Stand	lard Media Services, LLC: David A. John	son	
A "Credential Sheet" has been completed on the above company/	evaluator and is (Please check one of the	following):	
☐ On record with the USOE.			
✓ The "Credential Sheet" is attached to this alignment.			
Instructional Materials Evaluation Criteria (name & grade of the	e core document used to align): 1st Gr	. (5 Subjects) Core Curriculu	ım
Title: _Macmillan/McGraw-Hill Timelinks: All Together ©2009	ISBN#:	978-0-02-152020-1 (5-unit	<u>set)</u>
Publisher: _Macmillan/McGraw-Hill			
Overall percentage of coverage in the Student Edition (SE) and Te	eacher Edition (TE) of the Utah State	Core Curriculum: <u>44</u>	%
Overall percentage of coverage in ancillary materials of the Utah	Core Curriculum: <u>0</u>		
STANDARD I: Students will develop a sense of self.			
Percentage of coverage in the student and teacher edition for Standard I:%	Percentage of coverage not in stude the ancillary material for Standard		ered in
OBJECTIVES & INDICATORS	Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)	Coverage in Ancillary Material (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓

	tive 1.1: Describe and practice responsible behaviors for and safety.		
	·		
a.	Practice appropriate personal hygiene (e.g., bathe, wash hands, clean clothes).		~
b.	Describe the benefits of eating a variety of nutritious foods.		✓
c.			✓
d.	Describe substances that are helpful and harmful to the body.		1
	Practice basic safety and identify hazards.		1
	tive 1.2: Develop and demonstrate skills in gross and fine		
•	movement.		
motor	mo (cincinu		
a.	Participate daily in short periods of physical activity that		✓
•	require exertion (e.g., one to three* minutes of walking,		
	jogging, jump roping).		
b.	Perform fundamental locomotor (e.g., skip, gallop, run) and		✓
~~	nonlocomotor (twist, stretch, balance) skills with mature		
	form.		
c.	Develop manipulative skills (e.g., cut, glue, throw, catch,		✓
	kick, strike).		
d.			✓
	that strengthen skills while demonstrating personal and		
	spatial awareness.		
Objec	tive 1.3: Develop and use skills to communicate ideas,		
•	nation, and feelings.		
	,		
a.	Recognize and express feelings in a variety of ways (e.g.,		✓
	draw, paint, tell stories, dance, sing).		
b.	Express how colors, values, and sizes have been controlled		✓
	in artworks to create mood, tell stories, or celebrate events.		
c.	Sing a melody independently, with developing accuracy and		✓
	a natural voice that is free from strain.		
d.	Create simple rhythm, movement, and melody patterns with		✓
	body percussion and instruments.		
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STANDARD II: Students will develop a sense of self in relation to families and community.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II:		Percentage of coverage not in student or teacher edition, but covered in the ancillary material for Standard II:		
Овје	CTIVES & INDICATORS	Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)	Coverage in Ancillary Material (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
	tive 2.1: Describe behaviors that influence relationships with and friends.			
a.	Explain how family members support each other.	SE/TE: Unit 1: 2-3, 4-7, 10-13; Unit 3: 16-17		
b.	Describe tasks at home and school.	SE/TE: Unit 1:16-17; Unit 4: 2-3, 16, 30 TE: Unit 4: 1E-1F		
c.	Explain how families change over time.	SE/TE: Unit 3: 1, 4-9, 10-15		
d.	Recognize that choices have consequences that affect self, peers, and family.	SE/TE: Unit 1: 22-23; Unit 3: 16-17, 36-37 TE: Unit 4: 1C-1D, 8		
e.	Describe behaviors that initiate and maintain friendships.	SE/TE: Unit 1: 22-25, 26-27; Unit 3: 16-17, 20-21, 26-27; Unit 4: 8-9, 18-19; Unit 5: 16-17 TE: Unit 3: 1E-1F; Unit 4: 16		
	ome students may not be able to sustain activity for one nute due to various medical concerns.	,		
	etive 2.2: Describe important aspects of the community and that strengthen relationships.			
a.	Practice democratic processes (e.g., follow family and classroom rules, take turns, listen to others, share ideas).	SE/TE: Unit 1:14-15, 18-19, 24-25, 26-27, 30; Unit 4: 5, 18-19; Unit 5: 1, 8-9, 10-11, 12-15, 18-23, 24-29 TE: Unit 4: 1C-1D, 4		
b.	Describe physical features surrounding the home, school, and community.	SE/TE: Unit 1: 1, 6, 8-9, 16-17, 18-19		

c. Identify changes in the school and neighborhood over time. d. Identify and use technology in your home, school, and community (e.g., computer, TV, radio). c. Show respect for state and national symbols and patriotic traditions; recite the Pledge of Allegiance. Show respect for state and national symbols and patriotic traditions; recite the Pledge of Allegiance. SIZ/TE: Unit 4: 28-29 SIZ/TE: Unit 2: 28-29; Unit 3: 30-37; Unit 3: 30-37; Unit 5: 23, 47, 8-11, 16-17, 20-21, 22-23, 32-37, 40 SE: Unit 5: R. 47, 8-11, 16-17, 20-21, 22-23, 32-37, 40 SE: Unit 5: R. 47, 8-11, 16-17, 20-21, 22-23, 32-37, 40 SE: Unit 5: R. 47, 8-11, 16-17, 20-21, 27, 28-29, 33-39; Unit 2: 2-3; Unit 3: 10-15, 26-27, 33, Unit 3: 12-3; Unit 3: 12-17, 10, Unit					
e. Show respect for state and national symbols and patriotic traditions; recite the Pledge of Allegiance. 8. Show respect for state and national symbols and patriotic traditions; recite the Pledge of Allegiance. 8. ETE: Unit 2: 28-29; Unit 3: 30-37; Unit 5: 23, 4-7, 8-11, 16-17, 20-21, 22-23, 32-37, 40 SE: Unit 5: R1 TE: Unit 5: E1: IP; Unit 5: 26; R12 8. Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures. 8. Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures. 8. ETE: Unit 1: 11, 14-15, 20-21, 27, 28-29, 33-39; Unit 2: 2-3; Unit 3: 10-15, 20-27, 33; Unit 5: 4, 6-7 TE: Unit 1: 1E-1F, 10, 12; Unit 2: 4; Unit 3: 1B-1F, 10; Unit 5: 3. 8. EVIE: Unit 1: 15: Unit 3: 38; Unit 4: 31-37 TE: Unit 1: 15: Unit 4: 31-37 TE: Unit 1: 15: Unit 3: 28; Unit 4: 8; Unit 5: 8, 28 8. EVIE: Unit 1: 32; Unit 3: 40; Unit 4: 31-37 TE: Unit 1: 12: Unit 1: 32; Unit 3: 40; Unit 4: 33-37 TE: Unit 1: 12: Unit 1: 32; Unit 3: 40; Unit 4: 38 TE: Unit 1: 14-15, 20; Unit 2: 3, 6; Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40 8. EVIE: Unit 1: 14-15, 20; Unit 2: 3, 6; Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40 8. EVIE: Unit 1: 14-15, 20; Unit 2: 3, 6; Unit 3: 3, 8, 12, 26, 29, 34, 35, 40; Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40 8. EVIE: Unit 1: 14-15, 20; Unit 2: 3, 6; Unit 3: 3, 8, 12, 26, 29, 34, 35, 40; Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40 8. EVIE: Unit 1: 14-15, 20; Unit 2: 3, 6; Unit 3: 8, 12, 26, 29, 34, 35, 40; Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40 8. EVIE: Unit 1: 14-15, 20; Unit 2: 3, 6; Unit 3: 8, 12, 26, 29, 34, 35, 40; Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40 8. EVIE: Unit 1: 14-15, 20; Unit 2: 3, 6; Unit 3: 8, 12, 26, 29, 34, 35, 40; Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40 8. EVIE: Unit 1: 14-15, 20; Unit 2: 3, 6; Unit 3: 8, 12, 26, 29, 34, 35, 40; Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40 8. EVIE: Unit 1: 14-15, 20; Unit 2: 3, 6; Unit 3: 8, 12, 26, 29, 34, 35, 40; Unit 4: 9, 21; Un	c.	Identify changes in the school and neighborhood over time.	SE/TE: Unit 3: 36-37		
e. Show respect for state and national symbols and patriotic traditions, recite the Pledge of Allegiance. SE/TE: Unit 2: 28-29; Unit 3: 30-37; Unit 5: 2-3, 4-7, 8-11, 16-17, 20-21, 22-23, 32-37, 40 SE: Unit 5: 1E-1F; Unit 5: 26; R12 Objective 2.3: Express relationships in a variety of ways. a. Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures. SE/TE: Unit 1: 11, 14-15, 20-21, 27, 28-29, 33-39; Unit 2: 2-3; Unit 3: 10-15, 26-27, 33; Unit 5: 4, 6-7 TE: Unit 1: 11-1F, 10; Unit 5: 4, 6-7 TE: Unit 1: 11-1F, 10; Unit 5: 4, 6-7 TE: Unit 1: 11-1F, 10; Unit 5: 4, 6-7 TE: Unit 1: 18-1F, 10; Unit 5: 3 SE/TE: Unit 1: 33-39; Unit 4: 31-37 TE: Unit 1: 15; Unit 3: 32-9; Unit 4: 8; Unit 5: 8, 28 C. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture. SE/TE: Unit 1: 14-15, 20; Unit 2: 3, 6; Unit 1: 34, 12, 22, 30, 34, 36, 40 SEADARD III: Students will develop an understanding of their environment. Percentage of coverage in the student and teacher edition for Standard III: 31 % Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) Objective 3.1: Investigate plants and plant growth.	d.	Identify and use technology in your home, school, and	SE/TE: Unit 4: 25		
traditions; recite the Pledge of Allegiance. Unit 5: 2-3, 4-7, 8-11, 16-17, 20-21, 22-23, 32-37, 40 SE: Unit 5: R1 TE: Unit 5: 12-1F; Unit 5: 26; R12 Objective 2.3: Express relationships in a variety of ways. a. Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures. b. Develop dramatic storytelling skills through flexibility in movement and voice, accurate sequencing, and listening and responding to others. c. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture. c. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture. STANDARD III: Students will develop an understanding of their environment. Percentage of coverage in the student and teacher edition for Standard III: 31 % Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) Coverage in Ancillary Material of Teacher Edition (TE) (pg #'s, etc.)			TE: Unit 4: 28-29		
Coverage in the student and plant growth. Coverage in Student Edition (TE) (pg #'s, etc.) Coverage in Ancillary Material (titles, pg #'s, etc.) Coverage in Ancillary Material (titles, pg #'s, etc.) Coverage in Ancillary Material (titles, pg #'s, etc.) Coverage in Ancillarys Material (titles, pg #'s, etc.) Coverage in Student Edition (TE) (pg #'s, etc.) Coverage in Ancillarys Material (titles, pg #'s, etc.) Coverage in Ancillarys Material (titles, pg #'s, etc.) Coverage in C	e.	Show respect for state and national symbols and patriotic	SE/TE: Unit 2: 28-29; Unit 3: 30-37;		
Dijective 2.3: Express relationships in a variety of ways. a. Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures. b. Develop dramatic storytelling skills through flexibility in movement and voice, accurate sequencing, and listening and responding to others. c. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture. Elimit: 1: 14-15, 20: 21, 27, 28-29, 33-39; Unit 2: 2-3; Unit 3: 10-15, 26-27, 33; Unit 2: 4: Unit 3: 18-1F, 10; Unit 5: 3 Elimit: 1: 33-39; Unit 4: 8: Unit 1: 33-39; Unit 4: 8: Unit 1: 32: Unit 3: 40; Unit 4: 8: Unit 5: 8, 28 Elimit: 1: 14-15, 20; Unit 2: 3, 6; Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40; Unit 4: 9, 21; Unit 5: 17, 22, 30, 3		traditions; recite the Pledge of Allegiance.	Unit 5: 2-3, 4-7, 8-11, 16-17, 20-21,		
TE: Unit 5: 1E-1F; Unit 5: 26; R12 Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures. Bescribe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures. Bescribe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures. SETE: Unit 1: 11, 14-15, 20-21, 27, 28-29, 33-39; Unit 2: 2-3; Unit 3: 10-15, 26-27, 33; Unit 5: 4, 6-7 TE: Unit 1: 1E-1F, 10, 12; Unit 2: 4; Unit 3: 1E-1F, 10; Unit 5: 3 SETE: Unit 1: 31-39; Unit 4: 31-37 TE: Unit 1: 32; Unit 3: 28; Unit 4: 8; Unit 5: 8, 28 SETE: Unit 1: 32; Unit 3: 40; Unit 4: 8; Unit 5: 8, 28 SETE: Unit 1: 4-15, 20; Unit 2: 3, 6; Unit 3: 38, 12, 26, 29, 34, 35, 40; Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40 STANDARD III: Students will develop an understanding of their environment. Percentage of coverage in the student and teacher edition for Standard III: 31 % Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) Coverage in Ancillary Material (itites, pg #'s, etc.)		, and the second	22-23, 32-37, 40		
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and stories that distinguish cultures. 28-29, 33-39; Unit 2: 2-3; Unit 3: 10-15, 26-27, 33; Unit 5: 4, 6-7 TE: Unit 1: 1E-1F, 10, 12; Unit 2: 4; Unit 3: 18-1F, 10; Unit 5: 3 b. Develop dramatic storytelling skills through flexibility in movement and voice, accurate sequencing, and listening and responding to others. c. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture. SE/TE: Unit 1: 33-39; Unit 4: 31-37 TE: Unit 1: 15; Unit 3: 28; Unit 4: 8; Unit 5: 8, 28 SE/TE: Unit 1: 32; Unit 3: 40; Unit 4: 8; Unit 3: 3, 8, 12, 26, 29, 34, 35, 40; Unit 3: 3, 8, 12, 26, 29, 34, 35, 40; Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40 STANDARD III: Students will develop an understanding of their environment. Percentage of coverage in the student and teacher edition for Standard III: 31 % Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) Coverage in Ancillary Material (itiles, pg #'s, etc.) Objective 3.1: Investigate plants and plant growth.	Objec	tive 2.3: Express relationships in a variety of ways.			
and stories that distinguish cultures. 28-29, 33-39; Unit 2: 2-3; Unit 3: 10-15, 26-27, 33; Unit 5: 4, 6-7 TE: Unit 1: 1E-1F, 10, 12; Unit 2: 4; Unit 3: 18-1F, 10; Unit 5: 3 b. Develop dramatic storytelling skills through flexibility in movement and voice, accurate sequencing, and listening and responding to others. c. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture. SE/TE: Unit 1: 33-39; Unit 4: 31-37 TE: Unit 1: 15; Unit 3: 28; Unit 4: 8; Unit 5: 8, 28 SE/TE: Unit 1: 32; Unit 3: 40; Unit 4: 8; Unit 3: 3, 8, 12, 26, 29, 34, 35, 40; Unit 3: 3, 8, 12, 26, 29, 34, 35, 40; Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40 STANDARD III: Students will develop an understanding of their environment. Percentage of coverage in the student and teacher edition for Standard III: 31 % Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) Coverage in Ancillary Material (itiles, pg #'s, etc.) Objective 3.1: Investigate plants and plant growth.	a.	Describe traditions, music, dances, artwork, poems, rhymes,	SE/TE: Unit 1: 11, 14-15, 20-21, 27,		
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movement and voice, accurate sequencing, and listening and responding to others. C. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture. SE/TE: Unit 1: 32; Unit 3: 40; Unit 4: 38 TE: Unit 1: 14-15, 20; Unit 2: 3, 6; Unit 3: 3, 8, 12, 26, 29, 34, 35, 40;; Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40 STANDARD III: Students will develop an understanding of their environment. Percentage of coverage in the student and teacher edition for Standard III: 11					
responding to others. C. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture. SE/TE: Unit 1: 32; Unit 3: 40; Unit 4: 38 TE: Unit 1: 14-15, 20; Unit 2: 3, 6; Unit 3: 3, 8, 12, 26, 29, 34, 35, 40; Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40 STANDARD III: Students will develop an understanding of their environment. Percentage of coverage in the student and teacher edition for Standard III: 31 % Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) Coverage in Ancillary Material (titles, pg #'s, etc.) Objective 3.1: Investigate plants and plant growth.	b.	Develop dramatic storytelling skills through flexibility in	SE/TE: Unit 1: 33-39; Unit 4: 31-37		
C. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture. SE/TE: Unit 1: 32; Unit 3: 40; Unit 4: 38 TE: Unit 1: 14-15, 20; Unit 2: 3, 6; Unit 3: 3, 8, 12, 26, 29, 34, 35, 40;; Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40 STANDARD III: Students will develop an understanding of their environment. Percentage of coverage in the student and teacher edition for Standard III: 31 % Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) Coverage in Ancillary Material (titles, pg #'s, etc.) Objective 3.1: Investigate plants and plant growth.		movement and voice, accurate sequencing, and listening and	TE: Unit 1: 15; Unit 3: 28; Unit 4: 8;		
dramatic stories from a variety of cultures expressing the relationship between people and their culture. 4: 38 TE: Unit 1: 14-15, 20; Unit 2: 3, 6; Unit 3: 3, 8, 12, 26, 29, 34, 35, 40; Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40 STANDARD III: Students will develop an understanding of their environment. Percentage of coverage in the student and teacher edition for Standard III: 31 % Percentage of coverage not in student or teacher edition, but covered in the ancillary material for Standard III: 0 % Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) Objective 3.1: Investigate plants and plant growth.		responding to others.	Unit 5: 8, 28		
TE: Unit 1: 14-15, 20; Unit 2: 3, 6; Unit 3: 3, 8, 12, 26, 29, 34, 35, 40;; Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40 STANDARD III: Students will develop an understanding of their environment. Percentage of coverage in the student and teacher edition for Standard III: 31 % Percentage of coverage not in student or teacher edition, but covered in the ancillary material for Standard III: 0 % Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) Objective 3.1: Investigate plants and plant growth.	c.	Create and perform/exhibit dances, visual art, music, and	SE/TE: Unit 1: 32; Unit 3: 40; Unit		
Unit 3: 3, 8, 12, 26, 29, 34, 35, 40; Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40 STANDARD III: Students will develop an understanding of their environment. Percentage of coverage in the student and teacher edition for Standard III: 31 % Percentage of coverage not in student or teacher edition, but covered in the ancillary material for Standard III: 0 % Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) Objective 3.1: Investigate plants and plant growth.		dramatic stories from a variety of cultures expressing the	4: 38		
Unit 4: 9, 21; Unit 5: 17, 22, 30, 34, 36, 40 STANDARD III: Students will develop an understanding of their environment. Percentage of coverage in the student and teacher edition for Standard III: 31 % Percentage of coverage not in student or teacher edition, but covered in the ancillary material for Standard III: 0 % Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) Objective 3.1: Investigate plants and plant growth.		relationship between people and their culture.	TE: Unit 1: 14-15, 20; Unit 2: 3, 6;		
STANDARD III: Students will develop an understanding of their environment. Percentage of coverage in the student and teacher edition for Standard III:			Unit 3: 3, 8, 12, 26, 29, 34, 35, 40;;		
Percentage of coverage in the student and teacher edition for Standard III: 31 % Percentage of coverage not in student or teacher edition, but covered in the ancillary material for Standard III: 0 % Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) Coverage in Ancillary Material in TE, SE or ancillaries of the ancillary Material (titles, pg #'s, etc.)			Unit 4: 9, 21; Unit 5: 17, 22, 30, 34,		
Percentage of coverage in the student and teacher edition for Standard III:			36, 40		
Standard III: 31 % the ancillary material for Standard III: 0 % OBJECTIVES & INDICATORS Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) Objective 3.1: Investigate plants and plant growth. Coverage in Student Edition(SE) and (titles, pg #'s, etc.) Not covered in TE, SE or ancillaries ✓	STANDARD III: Students will develop an understanding of their environment.				
OBJECTIVES & INDICATORS Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.) Coverage in Ancillary Material (titles, pg #'s, etc.) in TE, SE or ancillaries ✓ Objective 3.1: Investigate plants and plant growth.					
	Objectives & Indicators		Coverage in Student Edition(SE) and Coverage in Ancillary Material in T	TE, SE or	
a. Observe and draw pictures of plants.	Objec	tive 3.1: Investigate plants and plant growth.			
	a.	Observe and draw pictures of plants.			

b.	Compare seeds of plants and describe ways they may be		✓
	carried through the environment (e.g., wind, water, animals).		
c.	Observe and describe plants as they grow from seeds.		✓
d.	Identify how people use plants (e.g., food, clothing, paper,		
	shelter).		
e.	Investigate and report conditions that affect plant growth.		✓
Objec	tive 3.2: Investigate water and interactions with water.		
a.	Observe and measure characteristics of water as a solid and		✓
	liquid.		
b.	Compare objects that float and sink in water.		✓
c.	Measure and predict the motion of objects in water.		✓
d.	Describe how plants and people need, use, and receive water.		✓
Objec	tive 3.3: Demonstrate how symbols and models are used to		
repres	ent features of the environment.		
a.	Use map skills to identify features of the neighborhood and	SE/TE: Unit 1: 8-9; Unit 4: 20-21,	
	community.	29	
b.	Create representations that show size relationships among	SE/TE: Unit 1: 9; Unit 2: 34-35	
	objects of the home, classroom, school, or playground.		
c.	Identify map and globe symbols (e.g., cardinal directions,	SE/TE: Unit 4: 20-21, 29; Unit 5:	
	compass rose, mountains, rivers, lakes).	30-31, 39	
d.	Locate continents and oceans on a map or globe (i.e., North	SE/TE: Unit 2: 20-21, 31, 32-33, 35,	_
	America, Antarctica, Australia, Pacific Ocean, Atlantic	37, 38; Unit 3: 28-29	
	Ocean).	SE: Unit 2: R1, R2	
		TE: R3, R4	